

HPE Activities and Assessments Task Force

Middle School Physical Education

LESSON INFORMATION: Rhythms and Dance

Lesson Title: Creating a Middle School Dance

Objective: Students will demonstrate, create, and perform rhythmic and movement activities.

Grade Level: 6, 7, 8

Grade-Level Expectations:

PA2A8: Demonstrate the ability to solve problems by analyzing causes and potential solutions in a physical activity setting.

HM3B8-Analyze the creative and aesthetic aspects of a dance pattern (e.g., direction, time, flow, level, energy)

HM3C7: Design an exercise routine to accompany music that emphasizes fitness components (e.g., jump rope, aerobics, and line dance)

HM3D8: Analyze differences and similarities in dances from various cultures.

HM3E8: Discuss the cultural and historic context of at least one dance form.

Content Standards: HPE 2, HPE 4, FA 1, FA 2, FA 3, FA5

Process Standards: 1.2, 1.9, 2.3, 2.5, 4.7, 4.6

Time needed to teach this Lesson/Unit: 8 days at 50 minutes a day.

LEARNING TARGETS:

- 1) Student participates in a variety of dances appropriate for maintaining or enhancing a healthy, active lifestyle. (DOK1)
- 2) Demonstrate ability to stay on the beat and move to the rhythm of the music while performing a variety of dances. (DOK 2)
- 3) Demonstrate the ability to respond to dance call or cues while performing a variety of dances. (DOK 2)

- 4) Demonstrate the ability to perform an entire dance using correct dance steps. (DOK 2)
- 5) Demonstrate the ability to dance with a partner in a smooth, fluid, coordinated manner. (DOK 3)
- 6) Demonstrate appropriate social skills and etiquette while performing a variety of dances. (DOK 2)
- 7) Analyze the historical and cultural origins of dance and its impact on society. (DOK 3)
- 8) Work together with a small group to explore creativity in dance choreography for the purpose of creating a unique dance. (DOK 4)

LESSON DESIGN:

Name of Activity: Celebrate Oktoberfest with the Polka (October 2009)

Purpose of Activity: Students will learn the basic polka step, a polka dance combination, counting from 1-10 in Czech, Polish and German, history of the polka dance, and the Oktoberfest celebrations.

Suggested Grade Level: 6,7,8

Materials Needed:

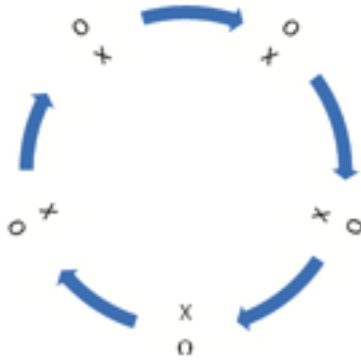
If students do not like holding hands provide one scarf for each child. The scarves should be held in the right hand.

Music can be purchased from iTunes: Type “polka music” into the search box. There are 2 very good selections: “Tuba Polka” by the Backyardigans. This cut features children singing, but it is only 1:23 long. The second selection is an album called “Polka, Polka, Polka.” The entire album is \$9.99, but individual songs can be purchased. The best cuts on the album seem to be: “Liechtensteiner Polka” or the “Beer Barrel Polka.” This album also has a fast paced version of the “Chicken Dance” on it.

[Full Lesson Plan \(PDF\)](#)

Beginning dance formation: This polka can be done in a double circle. The members of the class are in partners with students holding hands or scarves. One partner (the leader, X in the diagram) will have his/her back to the center of the circle. The other

partner (the follower, O in the diagram) will face the leader, looking into the center of the circle. The dance can also be done in a scatter formation with partners spread randomly around the floor.



Description of Idea

[Full Lesson Plan \(PDF\)](#)

Anticipatory Set: Legend has it that the polka was originally danced by a Czech-Bohemian peasant girl in 1830. Because of its quick movement from one foot to another, it may be named from the Czech word “pulka” which means half-step. The citizens of Poland contend that the polka was first danced by Poles who resided in southern Hungary. In fact in Polish, the word “polka” means Polish woman. By the mid 1840s the polka had reached New York and was the dance performed by the upper class citizens. Soon the immigrants from Germany and Eastern Europe came to America with their own music and the polka became a dance for everyone! Polka music symbolized happy times as the immigrants were very optimistic about their lives in the new country. Today, the polka is the official state dance of Wisconsin.

www.bratwurstpages.com/polka.html

A map of Central Europe is included. This area of the world is truly a crossroads for many different peoples, cultures, and commerce. The cultures are varied and well preserved especially in the old Polish capital of Cracow (Krakow), Hungary and the Czech Republic.



www.europeetravel.com/maps/central-europe-map.htm

How to count to ten in:

Polish Czech German

1. jeden jeden eins
2. dwa dva zwei
3. trzy tri drei
4. cztery chryri vier
5. piec pet funf
6. szesc shest sechs
7. siedem sedm sieben
8. osiem osm acht
9. dziewiec devet neun
10. dziesiec deset zehn

Proper pronunciations for these words can be found on the internet; check videos on www.youtube.com

History of Oktoberfest: The first Oktoberfest was held in Munich, German in 1810 to celebrate the marriage of a Bavarian Crown Prince to a Saxon-Hildburghausen Princess. Oktoberfest in Munich, Germany actually lasts 16 days and brings in over 6 million visitors to the city. The largest Oktoberfest in the US occurs in Ohio. Oktoberfests all over the world are known for traditional music, marches, and polkas.

Many of the annual festivities would not be complete without the Chicken Dance. Be sure to include it in your warm ups!

www.vistawide.com/german/oktoberfest/oktoberfest.htm

Basic Polka Dance Step: The traditional polka step begins with a hop that can be called the preliminary beat before count #1. The leader, as described above, will begin with the weight on the R foot. The follower will be the mirror image. The partners will move away from the center of the circle.

The movement of the basic step is:

Counts: Steps:

&1&2 Hop on the R foot, (&) step LRL moving forward, similar to a chasse (1&2)

&3&4 Hop of the L foot (&) step RLR moving forward, similar to a chasse (3&4)

The cue words are “hop-step-step-step”. The leader will be moving forwards; the follower backwards.

Polka Combination – Done in double circle formation

1-16 8 basic polka steps –Steps 1-4 move the couple away from the center of the circle. Leader moves forward and follower moves backward.

Steps 5-8 reverse the direction and move the couples back towards the center of the circle to return to original spots.

1-16 Heel-Toe Polka – Leader hops on R foot and places L heel to front (1)and hops on R foot and places L toe next to instep of R foot (2) Step LRL (3&4). Leader hops on L foot and places R heel to front (5) and hops on L foot and places R toe next to instep of L foot (6) Step RLR (7&8)

Follower does the same step, but mirror image.

Repeat the above 8 counts.

1-16 Partners hit own thighs 2x (1-2), clap 2x (3-4), hit R hands 2x (5-6), hit L hands 2x (7-8)

Partners stomp R, stomp L (1-2), hit both hands together (3-4), follower moves to the L by stepping L closing R, stepping L closing R (5-8) to meet a new partner, leader marches in place RLRL.

Begin the polka combination again with a new partner!

Variations:

The polka combination can be done in a scatter formation. Couples can move around the dance floor in various directions. When the slides occur at the end of the dance the “followers” can move to a new partner, and the dance begins again! Encourage the students to have fun with the basic steps moving in various patterns and even adding turns, etc!

Assessment Ideas:

Students can be asked to count the dance steps in various languages or research their own communities’ cultural history and celebrations.

DJ Casper Lyrics

Cha Cha Slide

Clap your hands everybody
Slide to the Left
Take it back now yal
On hop this time
Right foot lets stomp
Left foot lets stomp
Cha Cha now yal
To the left
Take it back now yal
Two hops this time
Two on the left
Two on the right
Slide to the left
Take it back now yal
One hop this time
Right foot lets stomp
Left foot lets stomp
Charlie Brown
Cha Cha now yal
Five hops this time
Touch your knees
How low can you go
All the way to the floor
Can you bring it to the top
Like you never never stop
One hop this time
Right foot lets stomp
Reverse Reverse
Reverse Reverse
Cha Cha now y'all

Scatter Square Dancing

Music: Square Dance or Country Music

Suggestions: Hooked on Country by Atlanta Pops
Big Circle Mountain Dance Song
Cotton-Eyed Joe

Scatter Square Dancing is traditional square dance calls done in a non-traditional manner.

General Hints:

- Change Partners Often
- Pick different partners
- Listen to the calls
- Keep music low so students can hear calls
- Repeat new calls several times
- Set boundaries (cones, lines, etc.)
- Lost and Found (designated place to get a partner)
- Emphasize “personal space” (Lonesome trail)

Solo Formations and Calls

Keep time to the music: Clap, snap, move any part of your body with the beat

Turn one alone: Turn a circle alone

Hit the Lonesome Trail: Walk by yourself any place around the room

Turn and go the other way: Reverse your direction

Partner Formations:

Honor your partner: Partners face each other and recognize each other by bowing or shaking hands

Promenade: Join hands with another person and walk around the room

Do-Si-Do: Partners face each other and pass right shoulder to right shoulder, pass back to back and return to the original position

Do-paso: Partners face each other and grasp left forearms, and turn partner once around

Elbow Swing: Hook either right or left elbow with partner and turn once around

Macarena

Music: The Macarena

Right hand out (arm extended)
Left hand out (arm extended)

Right palm up
Left palm up

Right hand to Left shoulder
Left hand to Right shoulder

Right hand behind head
Left hand behind head

Right hand on left hip (cross in front of body)
Left hand on right hip (cross in front of body)

Right hand on right hip
Left hand on left hip

Wiggle hips 3 times (for 3 beats of music)
Jump (on 4th beat of music)
Quarter turn to the left

Repeat All

ASSESSMENT: (directions and how to score or evaluate)

Guidelines to Consider for Creating a Dance

Type of Dance: novelty, line, square, folk, social modern

Formation of Dance: Circle, square, line, scattered

Direction of movement: forward, backward, diagonal, side to side, circle, square,

Steps and step patterns: Locomotor, specific dance steps

Number of Parts: 3 or more parts

Flow of parts: one to another – how one transitions to another

Music that is appropriate for the dance, including tempo, rhythm and phrasing

MY DANCE

Use the space provided below:

**Middle School Dance Assessment
Rubric**

Points	3 Points	2 Points	1 Point
Criteria			
Participation	Always willingly participates on a regular basis with enthusiasm and energy	Sometimes participates on a regular basis with energy and enthusiasm. Sometimes is reluctant to participate	Rarely participates in dance activities, or requires much coaxing. Displays little enthusiasm or energy for the dance
Competence in dance skill and technique	Always demonstrates the ability to stay on the beat of the music, smooth transitions, and correct dance steps for the entire dance	Sometimes can stay on the beat of the music, but sometimes is off beat or misses a beat. Transitions are sometimes smooth and sometimes awkward or stiff. Some dance steps are correct, others are not.	Rarely is able to stay on the beat of the music. Transitions are stiff and awkward. Rarely demonstrates dance steps correctly.
Personal and Social Responsibility	Always demonstrates appropriate social skills, etiquette and respect for individual differences among others. Often compliments others.	Sometimes demonstrates appropriate social skills, etiquette and respect for individual differences among others. Sometimes compliments others.	Rarely demonstrates appropriate social skills, etiquette, and respect for individual differences among others. Rarely or never compliments others.

Scoring: 8 - 9 Points Secure and confident in ability to dance and is proficient in dance skill, technique and etiquette, as appropriate for a middle school student.

6 – 7 Points Developing in dance technique and skill, and etiquette

5 Points or less Beginning stages of developing dance skill, technique and etiquette

Dance Assessment: Rubric

Points	3 Points	2 Points	1 Point
Criteria			
Participation	Always willingly participates in all dance activities with enthusiasm and energy, and displays a positive attitude	Sometimes reluctant to participate in some dance activities, or displays acceptable level enthusiasm or energy	Rarely participates in dance activities, or requires much coaxing. Displays little enthusiasm or energy for the dance
Stays on the beat the music and moves to the rhythm of the music	Always demonstrates the ability to stay on the beat of the music and demonstrates a sense of style or flare with moving rhythmically	Sometimes moves to the beat of the music, but sometimes off beat or misses a beat. Attempt is made to add style while moving rhythmically	Rarely is able to move to the beat of the music. No style or flair is evident.
Respond to calls or cues	Always able to respond correctly to dance cues. Is able to anticipate the call, and responds with a smooth, fluid motion.	Sometimes is able to respond correctly to dance call or cues. Sometimes is able to anticipate calls, and other times responds just at the last moment. Transitions may be less than smooth.	Rarely is able to respond correctly to dance cues or calls. Often is late to respond, or responds incorrectly.
Perform entire dance using correct dance steps	Always able to demonstrate the entire dance using correct dance steps at all times	Sometimes able to demonstrate the entire dance. Sometime dance steps are not correct, and misses steps before completing dance	Rarely is able to demonstrate the entire dance. Often misses steps and often does not perform steps correctly
Social Skills / Etiquette	Always demonstrates proper social skills and etiquette, including care and concern for others, and respect for individual differences among peers	Sometimes demonstrates proper social skills and etiquette, but sometimes seems to disregard care and concern for others or individual differences among peers	Rarely demonstrates proper social skills and etiquette. May blatantly show disrespect or disregard for others.

Scoring: 14 – 15 Points Secure and confident in ability to dance and proficient in dance skill and technique
 12 – 13 Points Nearly proficient in dance skill and technique.
 Demonstrates a high degree of confidence in ability to dance
 10 – 11 Points Developing in dance technique and skill.
 9 Points or less Beginning stages of developing dance skill and technique

DIFFERENTIATED INSTRUCTION:

Place dots on the floor for landmarks (to indicate steps), vary types and speed of music, wheelchair students can be moved by partners or by themselves, and match the season with the time of the year.

Technology and Materials Needed:

CD Player, music

Resources:

www.naspeinfo.org, www.pecentral.org, www.pe4life.org, www.turnstep.com,
www.fitmoves.com, www.fitlinxx.com , www.webaerobics.com

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